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ABSTRACT

Over a four year period, the Continuation Education System Development Project will develop a practical instructional system capable of continuous identification and efficient response to the critical instructional needs of individual continuation high school students, or those who drop out or are pushed out, in La Puente, California. The first part of this report on instructional needs discusses procedures to determine: (1) the "real world" performance requirements that students will meet upon leaving high school, and (2) the present capability of the students to fulfill these requirements. A critique of procedures is given. A total of four categories of instructional needs were found: (1) home and community, (2) communication skills, (3) computation skills, and (4) other skills (personal, social). Specific skills needed are: (1) read, write, and spell at about the eighth grade level, (2) perform arithmetic functions, (3) follow directions, and (4) get along with others. (See CG 004 283 and CG 004 401). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED034221

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT 1.7

INSTRUCTIONAL NEEDS

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

CG 004408

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Continuation Education
System Development Project

Technical Report 1.7

INSTRUCTIONAL NEEDS.

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OFFICE OF EDUCATION

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La Puente Union High School District
La Puente, California
1968

FOREWORD

The CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT is operated by the La Puente Union High School District according to the terms of a grant award authorized by Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

Over a four year period, September, 1967 through August, 1971, the PROJECT will develop a practical instructional system capable of continuous identification and efficient response to the most critical instructional needs of individual continuation high school students in La Puente.

Continuation high school students in La Puente are those who the traditional system has been unable to accommodate or who have been unable to accommodate the traditional system. Their usual label is "pushout" or "dropout."

The first project year (1967-68) has been spent identifying the instructional needs of these students.* During

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*Technical Reports in this phase of the study:

(1.1) Present Student Characteristics
(1.2) Student Performance Requirements: Military Situations
(1.3) Student Performance Requirements: Other Educational Situations
(1.4) Student Performance Requirements: Employment Situations
(1.5) Performance Adequacy for Home and Community Living
(1.6) Operational Limits
(1.7) Instructional Needs

year two, an instructional program will be designed to meet those needs. Year three will see implementation and tryout of subsystems. Year four will provide for full system tryout with transfer of all functions to the permanent school staff.

Throughout the Project, system analysis and other modern management control and planning techniques will be employed. It is hoped that this new problem solving technology of the defense and aero-space industries can be applied as well to the problems of education.

It is the mission of the PROJECT not only to solve a particular set of problems in La Puente, but to provide a problem solving model for other school districts with similar conditions. Consequently, an effort has been made to describe procedures in such detail that they can be used as guidelines by others.

If further information or interpretation can be provided the PROJECT staff will be pleased to respond to your inquiries.

La Puente, California
December, 1968

LEON EAST
PROJECT DIRECTOR

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PROCEDURES

On July 1, the task was assigned of identifying the instructional needs of Valley High School students. The following is a resume of the sequence of steps required to complete the assigned task.

Identification of Data Needed

To determine the instructional needs of Valley students, two types of data were obtained: 1) the "real-world" performance requirements the students will meet upon leaving Valley High School; and, 2) the present capability of the students to fulfill these requirements. Instructional needs were derived by comparing these data:

> ... an educational need is a discrepancy between a societal expectation for the educational product (the student) and a corresponding actual characteristic of that product. In other words, a gap between <u>what is</u> and <u>what ought to be</u> constitutes a need.[1]

If one student at Valley lacks the capability to perform successfully any of the requirements, this represents an instructional need which a responsive instructional system should be ready and able to meet. There are still other factors which must be weighed before a decision can be made to include these needs as objectives of the instructional program. Feasibility, in terms of cost, legal requirements and other operational limits, must be considered. It was not the purpose of

this task assignment, however, to determine the curriculum but only what should be considered for inclusion therein.[2]

Identification of Data Sources

The data needed to complete this task assignment was obtained from research performed by other staff Project members. The research into the "real-world" performance requirements the students will meet upon leaving Valley High School was divided into four categories:

1) Entry level performance requirements in employment situations[3]

2) Entry level performance requirements in military situations[4]

3) Entry level performance requirements in other educational and training situations[5]

4) Performance requirements in home and community situations.[6]

Other Project staff members measured the present capabilities of students as well as other characteristics of the student population.[7] The findings obtained from these studies formed the basis for the match/mismatch process which would determine the instructional needs of the students.

Procedures

From responses to the Meaning of Words Inventory and the Sociological Questionnaire,[8] it was possible to determine which students expected to enter the job world immediately upon leaving Valley, which planned to re-enter high school and which planned to go on to junior colleges or trade schools. The

great majority of the boys at Valley expect to serve in the military at some time in the near future.[9]

Aspirational items from these two instruments were selected and sorted by computer, dividing student responses into the three categories, i.e., jobs, other high school and junior college or trade school (see Table 1, infra). Wide Range Achievement Test spelling, arithmetic, and reading scores were collected for the students in each category. This was also done to obtain the "G factor" (scholastic aptitude) from the General Aptitude Test Battery. Included in these findings were the mean, the mode and the range. (See Table II, infra.) A T-test was run to determine any significant differences in capability among the three aspirational groups.

Four lists were compiled of all performance requirements derived from the research on employment situations, other educational situations and military situations. The requirements for other educational situations were divided into: 1) re-entering regular high school and 2) entering a junior college or trade school. These lists were grouped under the headings: "Communication Skills," "Computation Skills" and "Other Skills." The latter group consisted of social, personal and vocational requirements.

The requirements for entering the job world in terms of communication skills and computation skills were matched with the WRAT scores of those students aspiring to enter the job world upon leaving Valley High School. This was also done for

those wishing to return to regular high school and those wishing to enter junior college or a trade school. The requirements for entering the military were matched with the scores of all of the boys at Valley High School. (No girls indicated a preference for entering the military.)

When comparing student scores on the WRAT with the requirements for each group, it had to be remembered that the actual learning level of the student is two years below his recorded score. A further consideration was that verbal and mathematic scores obtained from administration of the CAT and GATB fell considerably below those of the WRAT.[10] The range and the mean both had to be considered when making comparisons. For example, the mean score was equivalent to the requirement in some cases. It would still be listed as an instructional need, however, because 50% of the population falls below the mean.

After the comparison was made, all of those requirements which were not matched by the present capabilities of the students were listed. Each statement was phrased in as specific terms as was possible from the data.

Those skills listed under "Other Skills" seldom had measurements available for comparison. Because of summer vacation and other factors, it was not possible to obtain this additional data. Inferences had to be made on the basis of recalled observation of the students, as well as other measurements and evaluations of them from which such inferences could be reasonably drawn.

The research done in the area of home and community living was performed in a different manner than the other categories. At the time of determining performance requirements, a capability measurement was also obtained. This enabled the participating staff members to make an immediate and precise assessment of instructional needs.

Procedures, a critique of procedures and the findings were documented and submitted to the editorial staff by October 1.

NOTES

[1]Ray L. Sweigert, Jr., Survey of Title III Educational Need Assessment: A Preliminary Analysis, p.2.

[2]Research into some of the operational limits and constraints which will influence the decisions regarding which needs will be included was made by other staff members of the Project. For this information see: Continuation Education System Development Project, Operational Limits, La Puente Union High School District, La Puente, California, September, 1968.

[3]Continuation Education System Development Project, Student Performance Requirements: Employment Situations, La Puente Union High School District, La Puente, California, September, 1968.

[4]Continuation Education System Development Project, Student Performance Requirements: Military Situations, La Puente Union High School District, La Puente, California, September, 1968.

[5]Continuation Education System Development Project, Student Performance Requirements: Other Educational Situations, La Puente Union High School District, La Puente, California, September, 1968.

[6]Continuation Education System Development Project, Performance Adequacy for Home and Community Living, La Puente Union High School District, La Puente, California, September, 1968.

[7]Continuation Education System Development Project, Present Student Characteristics, La Puente Union High School District, La Puente, California, September, 1968.

[8]Ibid., p. 412.

[9]Ibid., p. 357.

[10]Ibid., pp. 143-208.

CRITIQUE OF PROCEDURES

The greatest difficulty encountered in identifying the instructional needs arose from the lack of equivalency between the findings of "real-world" performance requirements and those of present student capabilities. The two types of research were done simultaneously with the people investigating student capabilities making the best educational guesses as to what measurements would be needed. In most cases, the guesses were accurate and provided meaningful data. On some requirements, however, there was no capability measurement made at all or it could only be generally inferred from the data.

Others interested in determining instructional needs of students would be advised to identify the performance requirements before student capabilities are measured. In this way, tests could be chosen or devised which sought the level of capability for the specific requirement. The time spent would, no doubt, be greater, but the results would be more satisfying.

If the two studies must be done simultaneously, it is recommended that one staff member be appointed from the beginning to be responsible for the derivation of instructional needs. This person could keep in constant

contact with both groups keeping them aware of what the other was doing. He could suggest changes, additions, and deletions on a day-to-day basis which would provide a greater degree of equivalency between the two aspects of the research.

Original plans for this assignment took into account the possibility of coming up with requirements for which there was no measurement of capability. Further tests were to be constructed or obtained and the needed measurements thus provided. Time and timing made this impractical. It was not until the summer months that the gaps in data were discernible. The summer vacation period made testing impossible. It was considered unwise to introduce such testing into Valley High School during the first few weeks of school and anything later than that was beyond the deadlines and resources of this Project. This could have been avoided, however, if a person had been working on a day-to-day basis to see that such gaps did not occur.

A further recommendation which would expedite the task of identifying needs is to make every effort to see that the performance requirements be stated in the clearest possible terms. They should be behaviorally phrased whenever possible. The burden for this should be placed on the data collection instrument used and not upon the respondent. It is impossible to match the students'

capabilities to a statement such as "...be able to read well." The decision to utilize open-ended questionnaires in some aspects of the research tended to produce findings which lacked specificity.

The determination of the aspirational groups on the basis of the items on the Sociological Questionnaire and the Meaning of Words Inventory can be questioned. There is no validation of correlation between the responses to these items and the actual choices students make when they leave Valley. In the absence of data proven to be reliable indices, however, this appeared to be the best method. For schools who keep accurate and up-to-date records of their students' performances and their past school experiences, it would be possible to make such determinations with more surety.

FINDINGS

The task assignment was to determine the instructional needs of Valley students. The instructional needs differ, however, depending on the aspirations of the students. Some students wish to reenter regular high school; others desire a junior college or trade school education. Many students would like to enter full-time employment when they leave Valley. Most of the boys will have to enter military service in the near future. All of the students are a part of a home and a community and will continue to be.

The instructional needs are listed for each of these four categories. Except for the category of home and community, they are grouped under the headings: "Communication Skills," "Computation Skills," and "Other Skills" (such as social, personal and vocational).

The instructional needs for the home and community are listed under the headings: "Health and Safety," "Child Development," "Clothing and Textiles," "Home Management," "Family Relationships," "Housing and Furnishings," and, "Food and Nutrition."

INSTRUCTIONAL NEEDS OF STUDENTS
REENTERING REGULAR HIGH SCHOOL

Communication Skills

A student choosing to reenter regular high school upon leaving Valley High School should be able to:

Read and comprehend at the seventh grade level.

Write a simple sentence.

Construct (write) a simple paragraph.

Spell seventh grade vocabulary level words.

Use correct grammar when writing a simple sentence or paragraph.

Use the card catalog to find a book in the library.

Look up the definition of a seventh grade vocabulary level word in a dictionary.

Write a paragraph in which he expresses himself effectively and clearly.

Pronounce seventh grade vocabulary level words correctly.

Express himself orally using seventh grade vocabulary level words.

Computation Skills

A student choosing to reenter regular high school upon leaving Valley High School should be able to:

Perform at the seventh grade level in arithmetic reasoning and fundamentals as measured by the California Achievement Test.

Other Skills

A student choosing to reenter regular high school upon leaving Valley High School should be able to:

Complete assignments regularly and on time and demonstrate a willingness to learn and participate in class.

Demonstrate the ability to get along with others.

Identify and avoid those behaviors that are not acceptable and will lead to expulsion.

Demonstrate ability to be courteous and tactful to other students and teachers.

Demonstrate knowledge of the minimal attendance requirements.

Follow written and oral instructions.

INSTRUCTIONAL NEEDS OF STUDENTS ENTERING TRADE SCHOOLS OR JUNIOR COLLEGES

Communication Skills

A student choosing to enter a trade school or junior college upon leaving Valley High School should be able to:

Communicate orally at the eighth grade level.

Read and write at the eighth grade level as measured by the Wide Range Achievement Test.

Computation Skills

A student choosing to enter a trade school or junior college upon leaving Valley High School should be able to:

Perform at the 8.5 grade level in arithmetic reasoning and fundamentals as measured by the California Achievement Test.

Other Skills

A student choosing to enter a trade school or junior college upon leaving Valley High School should be able to:

Identify and avoid those behaviors that are not acceptable.

Demonstrate knowledge of the minimal attendance requirements for success.

Follow written and oral instructions.

INSTRUCTIONAL NEEDS OF STUDENTS
ENTERING FULL-TIME EMPLOYMENT

Communication Skills

A student choosing to enter employment in the occupational categories of: 1) stenographic and related work, 2) secretarial and related work, 3) switchboard services, and 4) demonstration and sales upon leaving Valley High School should be able to:

Read at the ninth grade level.

Spell ninth grade vocabulary words.

Use correct grammar when writing a simple sentence or paragraph.

A student choosing to enter employment in the occupational categories of: 1) classifying, filing and related work, and 2) typesetting, reproducing, etc., upon leaving Valley High School should be able to:

Read at the eighth grade level.

Computation Skills

A student choosing to enter employment in the occupational categories of: 1) clerical, 2) merchandising, 3) medicine, and 4) health upon leaving Valley High School should be able to:

Make arithmetic calculations involving the addition and multiplication of integers, fractions, decimals, and percentages; subtractions of intergers, fractions, and decimales; and,the division of integers and decimals.

Other Skills

A student choosing to enter full-time employment upon leaving Valley High School should be able to:

Demonstrate knowledge of his probably employer's values and an ability to meet minimum requirements with regard to:

1. Physical ability and stamina
2. Following directions
3. Getting along with others
4. Neatness and cleanliness
5. Attendance
6. Prior training
7. Job demands in terms of temperament and interests.

INSTRUCTIONAL NEEDS OF STUDENTS ENTERING MILITARY SERVICE

Communication Skills

A student choosing to enter the military upon leaving Valley High School should be able to:

Read at the ninth grade level.

Pronounce and spell ninth grade vocabulary words.

Express himself orally using ninth grade vocabulary level words.

Write a paragraph in which he expresses himself effectively and clearly.

Computation Skills

A student choosing to enter the military upon leaving Valley High School should be able to:

Perform at the ninth grade level in arithmetic reasoning and fundamentals as measured by the Enlistment Screening Test.

Other Skills

A student choosing to enter the military upon leaving Valley High School should be able to:

Demonstrate self-discipline.

Demonstrate a sense of responsibility.

Demonstrate the ability to get along with others.

Demonstrate a good moral character as defined by the military entrance requirements.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF HEALTH AND SAFETY

A student upon leaving Valley High School should be able to:

Identify facts about venereal diseases, including their symptoms and causes.

Identify the dangerous effects of untreated veneral disease.

Compare the value of patent medicines or "quack" remedies with that of prescribed medical treatment.

Identify false or partially false statements in advertisements about medical and health treatments.

Demonstrate good posture when sitting, walking and standing.

Recognize the factors that should be considered in choosing a family doctor.

Administer artificial respiration.

Administer general first-aid including the treatment of simple wounds and injuries.

A female student upon leaving Valley High School should be able to:

Prevent accidents by observing safety rules and using tools properly.

Recognize symptoms and identify proper treatment of common childhood diseases.

Recognize the truths and dangers in "old wives tales" concerning illness and medical care.

List preventative measures that help to control communicable diseases.

Recognize the harmful and helpful uses of various narcotics and other drugs.

Identify the health services that are available in the community such as pre-natal classes, clinics, Visiting Nurse Associations, and so forth.

A male student upon leaving Valley High School should be able to:

Formulate a plan for breaking unhealthy habits, such as excessive drinking, smoking, drug use and eating.

List several reasons for making and keeping regular medical and dental check-ups and appointments.

Identify that cleaning supplies, which could injure or poison children, should be stored in safe places.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF CHILD DEVELOPMENT

A student upon leaving Valley High School should be able to:

Identify the stages that each child goes through in growing up.

Discipline a child so that he will learn to discipline himself.

A female student upon leaving Valley High School should be able to:

Identify several reasons why brothers and sisters fight and find ways to solve these problems.

Speak to and behave with children as an adult but so that the child understands.

Plan foods and eating times so that they are a pleasant experience for a child.

Choose and prepare foods suitable for children at different ages in terms of amount, types of food that won't upset them, things they can cut or handle easily, and so forth.

Use health and safety practices in caring for children.

Bathe a baby.

Locate places in the community which provide recreation for children and teenagers.

A male student upon leaving Valley High School should be able to:

Recognize ways in which a child shows his fears, anger, loneliness, and jealousy and list ways to help the child control such emotions.

Give simple care to a child showing signs of illness.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF CLOTHING AND TEXTILES

A student upon leaving Valley High School should be able to:

Recall the percentage of a family's budget that should be spent for clothing needs.

Compare store-bought and home-made clothes in relation to cost, durability, appearance and workmanship.

Choose clothing that is flattering considering height, weight, body shape, face and neck shape, and arm length.

A female student upon leaving Valley High School should be able to:

Select clothes suitable for wearing to work considering the kind of work done and the location.

Properly clean and polish shoes.

A male student upon leaving Valley High School should be able to:

Identify the kinds of clothing that are suitable for wearing at work, school, home and social occasions.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF HOME MANAGEMENT

A student upon leaving Valley High School should be able to:

List and compare the advantages and disadvantages of a working mother.

Recognize things that will affect family life when choosing a job such as location, transportation, child care, opportunities, benefits, salaries, types of jobs, etc.

Solve problems in a logical step-by-step method.

List ways to improve work habits at home or on the job to do a better job and save time.

Recognize the difference between what one really needs and what one wants and find ways to meet these needs and wants.

Recognize the need to decide on a set of values and from these be able to develop a series of goals for one's life.

Identify agencies such as the Bureau of Consumer Frauds and others to contact if involved with fraud or deception.

Identify laws, standards and agencies that help protect a shopper from being cheated.

State exactly what is wanted when shopping.

Identify methods used by sales people to deceive and be able to recognize ways in which one can be cheated through such things as mail frauds, debt consolidation plans, door-to-door selling, charity gyps and work-at-home schemes.

Recognize good quality workmanship in items commonly purchased.

Compare services offered by different stores and select the best one considering needs and income.

Read and use information on labels and hang tags of merchandise.

Compare different credit plans to determine the least expensive in terms of money owed.

Compare different types of credit plans such as loans from banks, credit unions, finance companies, time payment plans and charge accounts.

Identify reasons for laws concerning repossession, attachment of wages and bankruptcy.

Determine interest rates and figure total cost of an item purchased on credit.

Recognize advantages and disadvantages of having charge plates and credit cards.

Identify the legal responsibilities of being a creditor.

Compare interest rates, withdrawal plans and safety features of various savings institutions such as home, banks, savings and loan associations and credit unions.

Identify the types of insurance needed by the individual or family including health, life, salary protection, home-owner and car insurance.

List several reasons for having various types of insurance policies.

Identify important facts concerning social security benefits and regulations.

Select a method to pay for an item considering present and and long range financial plans.

Make advance plans for the use of all money earned and received.

Balance a simple check book.

Identify one way of keeping accounts of income and expenses.

List and explain the items for which deductions from pay-checks may be made.

Endorse a paycheck or personal check.

List the advantages and disadvantages of various ways to pay for merchandise such as by cash, check and money order.

Prepare a bank deposit.

A female student upon leaving Valley High School should be able to:

Locate different agencies in the community that provide services for an individual or family such as health and welfare agencies and protection agencies such as the police and fire departments.

Develop a schedule of time for doing daily, weekly and monthly tasks.

Identify problems of family members when the mother works away from home and be able to list several ways to handle these problems.

Return merchandise to a store that is not wanted and give information needed by the salesperson for that return.

Identify the types of sales offered by stores and be able to list the advantages and disadvantages of each.

A male student upon leaving Valley High School should be able to:

List ways to increase personal or family income that are available in the community.

Identify those things that may influence buying such as advertising, moods, past experience and training.

Prepare a budget showing all expenses.

Complete simple short-form state and federal income tax returns.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF FAMILY RELATIONSHIPS

A student upon leaving Valley High School should be able to:

List reasons for and identify some ways to be self-supporting.

Recognize several methods that will enable one to grow more accepting of oneself and others.

Identify what maturity is and several indicators that show that one is mature.

Identify several ways to gain self-confidence.

Identify various moods one has and the reasons for them.

Identify what behavior problems result when an individual's needs and wants are not met.

Handle feelings in an appropriate and helpful way.

Make proper introductions.

Recall the state marriage requirements.

Identify various acceptable ways to express love and affection at different ages, different places, or in different relationships.

List those things one wants or expects in a marriage partner.

Compare the reasons for marrying or not marrying, considering such things as: companionship, pleasure, freedom, adventure, economic security, children, happiness, self-expression, love and sex.

Recognize different ways an individual can help change laws and practices.

Recognize the legal rights and responsibilities of minors and adults.

List the truths and untruths of popular attitudes toward sex.

Identify how conception takes place; a baby develops in the womb; and, how a baby is born.

List some ways to take care of sexual energy and tension when sexual relations would be unwise.

Know how children, teenagers and adults develop sexually, what can be expected and what problems there are.

Identify those times when conception is most likely to occur.

Recognize the various methods of birth control and identify the advantages and disadvantages of each.

Identify the emotional, social and financial changes that have to be made by each mate during pregnancy and the first few months after a baby's arrival.

Recognize what happens when one person in the family wants one thing and the rest of the family wants something else and be able to identify ways to solve some of these problems.

Identify those things that help make a marriage successful.

Recognize the types of problems that may be found in marriage and be able to identify several possible solutions to each of the problems.

A female student upon leaving Valley High School should be able to:

Identify ways to meet and make dates.

Identify the differences between legal and common-law marriages.

Take care of personal hair problems, such as oily hair, dry hair, damaged hair, fine hair, or dandruff.

Practice cleanliness and dress standards in keeping with job or school requirements.

Recognize several ways to make oneself more attractive.

Compare the reasons for use of medical terms for parts of the human body and sexual actions with the use of slang terms for them.

Recognize the signs of pregnancy.

A male student upon leaving Valley High School should be able to:

Recognize reasons why people look, act and think differently.

Demonstrate an ability to get along with friends, teachers, employers and other adults.

List ways to improve one's educational background and job skills including such things as completing high school.

Recognize those things which influence what a person thinks about himself such as the way other people treat him, school grades and so forth.

Recognize those things that are considered feminine and masculine interests and behaviors and where these sometimes overlap.

Identify the consequences of premarital intercourse.

Identify the role of each member of a family.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF HOUSING AND FURNISHINGS

A student upon leaving Valley High School should be able to:

Identify and compare the advantages and disadvantages of renting and buying a house.

Identify those things to consider when selecting an apartment.

Identify and compare the responsibilities of being a renter and being a home-owner.

Identify those things that should be considered when choosing the location of housing.

Identify those things that should be considered in selecting housing that will meet the family's needs and wants.

Select large and small appliances considering the needs and income of the family.

Identify the total monthly cost of various types of housing.

Recognize the percentage of budget that should be used on housing needs.

A male student upon leaving Valley High School should be able to:

Compare the cost of various methods of financing a home, such as FHA or VA.

Recognize those things that influence the cost of housing as being design construction, materials used, age of structure, neighborhood, and condition of repair.

Make minor repairs such as in plumbing, roofing and so forth.

INSTRUCTIONAL NEEDS OF STUDENTS IN THE HOME AND COMMUNITY IN THE AREA OF FOOD AND NUTRITION

A student upon leaving Valley High School should be able to:

Identify those foods that make a person healthy and improve the appearance and those foods that are harmful.

Select foods from the basic four food groups which aid in weight gain or loss.

Identify the difference between facts, fads and fallacies concerning foods.

Identify what percentage of the budget should be spent on food.

A female student upon leaving Valley High School should be able to:

Use advertisements to prepare a shopping list.

Recognize the nutritional needs of family members according to their age, sex, activities and health problems.

Plan and prepare a well-balanced breakfast, lunch and dinner.

Compare the difference in cost, flavor and preparation time between canned, dried, frozen, fresh and instant foods.

Prepare a meal using left-over food.

Identify the foods that can be bought in large quantities to cut costs.

Identify some inexpensive foods that provide well-balanced and nutritional meals.

Compare food cooked in the home with that served in a restaurant in terms of quality, cost, time and energy spent in preparation of food.

A male student upon leaving Valley High School should be able to:

Select a well-balanced daily diet, including food from the basic four food groups.

Identify proper methods of storing foods to prevent spoiling.

Follow safety rules in buying, preparing and serving food.

SUMMARY OF FINDINGS

There are certain instructional needs which occur in all of the four categories. To enter the job world, other educational institutions, the military, or to handle the financial and other responsibilities of the home, a student must be equipped with the necessary skills and knowledges to:

1. Read, write and spell at about the eighth grade level

2. Perform arithmetic fundamentals including: add whole and mixed numbers, fractions, decimals and percents; subtract whole numbers, fractions, decimals and percents; multiply whole numbers, fractions, decimals and percents; and, divide whole numbers and decimals

3. Follow directions

4. Get along with others

5. Solve personal and family problems.

TABLES

TABLE I

ITEMS FROM THE MOWI AND THE SOC USED TO DETERMINE ASPIRATIONAL GROUPS

TABLE I

ITEMS FROM THE MOWI AND THE SOC USED TO DETERMINE ASPIRATIONAL GROUPS

Aspiration Group - Return to Regular High School

Instrument - Sociological Questionnaire

Item No.	Statement	Item No.	Response
19	What grades expected this year	2	About a "C"
20	What are chances of dropping out of school	3 4	Very little chance No chance
27	How much schooling planned	1	High school

Instrument - Meaning of Words Inventory

Item No.	Statement	Response
17	Graduating	Positive scores from 1-13
19	Quitting school	Negative scores from 17-35

Aspiration Group - Enter Junior College or Trade School

Instrument - Sociological Questionnaire

Item No.	Statement	Item No.	Response
19	Grades this year	1	B or better
27	How much schooling planned	2	Trade or technical school
		3	Junior college
		4	Four-year college
34	Why finish high school	3	I want a better education
36	I would like to learn more about _____	1	Science
		3	World News

TABLE I
(continued)

Instrument - Meaning of Words Inventory

Item No.	Statement	Response
4	College	Positive scores from 1-13
9	My school ability	Positive scores from 1-13

Aspiration Group - Job World

Instrument - Sociological Questionnaire

Item No.	Statement	Item No.	Response
21	What is your plan for a job	3	I know the job I want, and am planning for it.
34	Why finish high school	1	It will help to find a better job.
		2	I will find a better job.
36	I would like to learn more about _____	2	a job skill.

Instrument - Meaning of Words Inventory

Item No.	Statement	Response
11	Job	Positive scores from 1-13

NOTE: If a testee responded to any three of the discriminators in categories one and two, he was grouped accordingly. Any two of the selected responses for category three were sufficient for classification therein. Some overlapping was expected. Analysis revealed that about one of every four students qualified for classification in all three categories. Those students not qualifying in any of these categories compose a group "needing more counseling."

TABLE II

WRAT AND GATB SCORES
BY ASPIRATIONAL GROUPS

TABLE II

WRAT AND GATB SCORES
BY ASPIRATIONAL GROUPS

Return to Regular High School

WRAT SCORES	MEAN	MODE	RANGE
Standard Score Spelling	83	83	64-110
Standard Score Arithmetic	79	81	64-116
Standard Score Reading	90	91	54-121
Grade Placement Spelling	6.4	6.5	2.6-11.6
Grade Placement Arithmetic	5.7	5.7	2.9-12.8
Grade Placement Reading	8.5	8.9	2.6-13.8

GATB SCORES	MEAN	MODE	RANGE
"G" Factor	82	85	55-126

Enter Junior College or Trade School

WRAT SCORES	MEAN	MODE	RANGE
Standard Score Spelling	87	77	66-113
Standard Score Arithmetic	82	82	62-116
Standard Score Reading	91	110	24-135
Grade Placement Spelling	7.1	7.1	3.0-11.6
Grade Placement Arithmetic	6.2	5.7	2.3-12.8
Grade Placement Reading	9.1	11.6	3.5-14.4

GATB SCORES	MEAN	MODE	RANGE
"G" Factor	90	83	60-126

TABLE II
(continued)

Enter Job World

WRAT SCORES	MEAN	MODE	RANGE
Standard Score Spelling	84	89	67-107
Standard Score Arithmetic	81	82	64-116
Standard Score Reading	94	110	32-121
Grade Placement Spelling	6.9		
Grade Placement Arithmetic	6.1		
Grade Placement Reading	9.2		

GATB SCORES	MEAN	MODE	RANGE
"G" Factor	86	85	58-126

Military (All Boys)

WRAT SCORES	MEAN
Standard Score Spelling	83.2
Standard Score Arithmetic	80.8
Standard Score Reading	94.6
Grade Placement Spelling	6.4
Grade Placement Arithmetic	5.9
Grade Placement Reading	8.5

GATB SCORES	MEAN
"G" Factor	85.5